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## ENG 1001G-002: College Composition I

Carol Dudley

*Eastern Illinois University*

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Bring this syllabus to class every day so that you may note any announced changes!

## English 1001 Syllabus--Fall / 2019

Carol Jean Dudley

Office Hours: M, W, F 10:00-10:50 and M, W

3:00-3:50, or by appt.

E-mail: [cjdudley@eiu.edu](mailto:cjdudley@eiu.edu)

Office: 3361 Coleman Hall

**Required Texts:** The Little DK Handbook, Wysocki/Lynch

**Course Description:** English 1001G is a writing centered course designed to improve skills in critical thinking and analytical expression. It requires reading and writing of expressive, expository, and persuasive essays. Attention is given to effective expression, clear structure, adequate development, and source documentation. **Prerequisite** = English 1000 or proficiency in basic skills as determined by the English department. Students who have ACT scores in English of 14 or below, or who have no test scores on file with University, must pass English 1000 before enrolling in English 1001G. During the semester you will be expected to write and revise in and out of class, to complete assigned readings, to participate in class discussions and groups, and to complete all assignments correctly and on time. The minimum writing requirement for the course is 5000 words and will include work done both in and out of class. Essays will be evaluated according to "Guidelines for Evaluating Writing Assignments in EIU's English Department" (attached).

**Required Materials:** Since all essays must be typed, students are required to have means of saving work. You will also need two highlighters and two folders-- one for handouts, returned work, etc., and one in the class designated color for projects.

**Grading policy:** Focus will be on writing and revising. Essays will receive written and verbal evaluation from me at all stages of development. Each essay will receive CREDIT for the original version and a GRADE for the revision. *Note: As part of EIU's Core Curriculum, 100/G will be graded A, B, C, or NC (no credit). An NC is not figured into a student's GPA, but the student who earns a grade of NC must retake the course.*

***Each revision must have an 8-10 sentence (minimum) Cover Letter reflecting the:***

- 1. points you were advised to revise,*
- 2. suggestions acted upon,*
- 3. reasons for all revisions,*
- 4. process used, and*
- 5. most difficult part of revision.*

**I will keep records of your grades, class attendance, and workshop participation. As the instructor, I have the right to decide if a draft is complete and in compliance with the assignment.**

**Attendance:** Regular attendance is essential. You will have three (3) personal days for the semester in addition to adequately documented excused absences. If you miss a day, it is your responsibility to contact a classmate to find out what you missed and/or possible schedule changes. A missed day does not give you permission to turn work in late. A scheduled University function--i.e. sports or academic club-sponsored event--is not counted as a personal day, but I must be notified about such situations one class day before they occur. Serious or prolonged illness or personal problems will be considered on an individual basis, but you must notify me about the situation. If you miss more than **THREE (3)** personal days, you will receive an NC for the course.

NAME: \_\_\_\_\_ PHONE: \_\_\_\_\_ E-MAIL: \_\_\_\_\_

NAME: \_\_\_\_\_ PHONE: \_\_\_\_\_ E-MAIL: \_\_\_\_\_

***If your contacts prove to be unreliable, make new contacts!***

*"If I see you struggling in the course (especially if you miss two or more classes or assignments in a row without communicating with me), I will try to contact you in person or by email to see if I can help. If I don't hear back from you, I will use the University's Early Alert system, which means your RA (if you live on campus) or someone from the Academic Success Center will try to contact you to offer help. This isn't meant to 'get you in trouble,' but to help you avoid trouble."  
(Dr. A. Vietto, Dep't Chair)*

**Plagiarism:** Note-- The English Department's statement concerning plagiarism: "Any teacher who discovers an act of plagiarism--'The appropriation or imitation of language, ideas, and/or thoughts of another author, and representation of them as one's original work' (Random House Dictionary of the English Language)--has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course and to report the incident to the Judicial Affairs Office." Any time you use the exact words or paraphrase of another person's work, you must give credit to that person with in-text citations that are noted on the Works Cited page that should accompany your essay. Anything listed on the Works Cited page must be used in the paper. Respect for the work of others should encompass all formats, including print, electronic, and oral sources. If you are not sure whether a source needs to be cited in the text and on the Works Cited page, please consult with me. Plagiarism in any form will absolutely not be tolerated!

**Electronic Writing Portfolio:** Completion of the EWP is a University requirement for graduation. Students must take the initiative in this process. Instructions are included in this handout. A deadline will be established for submission.

**Writing Center:** The Writing Center (WC, Coleman Hall, 3110) is available to you as a free tutorial service; however, it is not a "magic" remedy for all writing problems. You should not expect to take an essay there to be proofread and corrected before it is submitted for grading. I encourage you to use EIU's Writing Center. This service provides one-to-one conferences with

writing Center consultants who can help you with brainstorming, organizing, developing supports, and documenting your papers. The writing center is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates the value and respect for individual writers, all of whom can benefit from feedback about their works in progress.

**Computer and Cell Phone Policy:** In class, you are expected to use computers **only** in a scholarly fashion. In other words, you will open **only** applications related to class discussions. You are absolutely **not** allowed to check e-mail, news, or box scores; surf the Web; use chat applications; play games; or otherwise distract yourself and/or others from the business of class. I will, at random times, check computers to see what you are doing on them. If you have distracting applications and events open on your computer, you will receive one warning; if you persist after the warning, you will no longer be allowed to use a computer in class. You are likewise expected to use cell phones in a responsible manner; turn them off during class. If you have an emergency for which you must be available, you should leave your phone on your desk with the ringer ON. In the event that it rings, you may retrieve it and then leave the room to take the call. Under NO conditions are you allowed to text message, take pictures or video, play games, or use the cell phone in any other manner during class.

### **Guidelines for Evaluating Writing Assignments in EIU's English**

**Department / Grades:** Grades on written work range from A to F. The categories are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated. (See attached)

**Academic integrity:** Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

**Students with disabilities:** If you have a documented disability in need of accommodation, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS in Ninth Street Hall, Room 2006, 217-581-6583).

**The Student Success Center:** Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, text taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696 or go to Ninth Street Hall, Room 1302.

**Percentages/Credit:**

Participation, Collaborative class Activities	10%
Pre-writing (Annotated bibliography)	5%
Bi-weekly Questions	5%
Bi-weekly Quizzes	(plus points)
Major Writing assignments:	70%
Diagnostic / descriptive / 1-2 page (0%) grade—credit only)	
Informative/ 2 pages (10%)	
(1)Exploratory synthesis / 3 page (10%)	
Comparison-contrast / 3page (10%)	
Evaluative / 3page (10%)	
Visual analysis, speaking intensive, persuasive / 3 page (30%)	
Reflective / (10%)	

**Grading Scale:** For papers

A = 100-90

B = 89-80

C= 65-79

D = 54-64

F = 53 and below

Extra credit is available. Course Grades: A, B, C, no credit

# SENTENCES

## SENTENCE DEFINITION:

In order to be a sentence, a group of words must contain:

1. a subject-verb core,
2. initial capitalization,
3. end punctuation (. ? !), and
4. a complete thought.

Explain the preceding in terms of commas and sentence structure.

## SENTENCE FUNCTION:

1. Statement/Declarative
2. Question/Interrogatory
3. Exclamation/Exclamatory
4. Command/Imperative

## SENTENCE STRUCTURE:

1. Simple=ONLY one I clause
2. Compound=AT LEAST two I clauses
3. Complex=AT LEAST one D clause, and ONLY one I clause
4. Compound/complex=AT LEAST two I clauses, and AT LEAST one D clause

THESIS STATEMENT: **X is true because of a, b, and c.**

## Guidelines for Evaluating Writing Assignments in EIU's English Department

Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>Focus</b>	Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment	Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment	Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment's guidelines	Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality; may not conform to significant elements of the assignment's guidelines	Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment
<b>Organization</b>	Is logically organized but without overly obvious organization devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion	Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion	Is organized, but not necessarily in the most logical way; has unity and coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak	Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion	Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion
<b>Development</b>	Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment	Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately	Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague	Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed	Does not develop main idea; may use sources inadequately/inappropriately
<b>Style &amp; Awareness of Audience</b>	Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well	Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively; incorporates sources adequately	Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated	Word choices may be inappropriate to purpose or audience; sources incorporated poorly	Word choices are generally poor; sources are incorrectly or very awkwardly incorporated
<b>Mechanics</b>	Has very few grammatical, spelling and punctuation errors; uses appropriate documentation style correctly when necessary for assignment	Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly	Has some grammatical punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors	Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used	Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used
<b>Process</b>	Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments	Shows evidence of careful planning and drafting and some attention to peer and teacher comments	Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback	Shows only a little evidence of planning and drafting and attention to peer and teacher feedback	Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback

NAME _____				
E.I.U. PLANNING CALENDAR		ENGLISH 1001		FALL 2019
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
August 19 Intro Syllabus	20	Check Thesis / diag #1 21	22	Thesis 23
Diag #1 due 26	27	Syllabus / DK ch #1 groups 28	29	30 Syllabus/Q #1
September 2 LABOR DAY NO CLASSES	3	Father Assign E #2/Info 4	5	Correction Sym WK? #1 6
CS/Prep 9	10	CONFERENCES 11	12	Q #2 13
E #2-PEER 16	17	E #2 Cover letter due 18 CONFERENCEES	19	WK? #2 20 ASSIGN E #3/Ex-Syn
23 LIBRARY TOUR	24	25	26	Q #3 27
30 E #3 Ex Syn Peer	October 1	Ex Syn due w/CL 2	3	4 WK? #3 Assign E #4 Comp-Cst
7	8	9 MID-TERM	10	11 FALL BREAK NO CLASSES
E #4 Comp-Cst Peer 14	15	E #4 due CL 16 Assign E #5 Eval	17	18 Assign Presentation Fairy Tale Q #4
WORKSHOP 21	22	WORKSHOP 23	24	Wk? #4 25
E #5 Peer	29	E #5 due CL 30	31	November 1 Q #5
4 Presentations BEGIN Fairy Tale	5	6	7	WK #5 8
11	12	13	14	Q #6 15
18	19	20	21	WK? #6 22
25	26	27	28	29
<div>←-----</div> <div>THANKSGIVING RECESS</div> <div>-----→</div>				
December 2	3	4	5	6 LAST CLASS DAY
9	10	11	12	13
<div>←-----</div> <div>FINAL EXAMINATIONS</div> <div>-----→</div>				

ESSAY   QUIZ   WK?   PRESENTATION   GROUP   WORKSHOP   CONFERENCE